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ABSTRACT

THE OBJECTIVES OF THIS HIGH SCHOOL REDIRECTION PROJECT WERE TO REDIRECT POTENTIAL DROPOUTS TO CONTINUE FULL-TIME EDUCATION AND TRAINING WITH AN EDUCATIONAL-VOCATIONAL PLAN, TO PROVIDE HIGH SCHOOL DROPOUTS WITH JOB SKILLS THAT WILL ENABLE THEM TO ENTER THE LABOR MARKET ON THE HIGHEST POSSIBLE LEVEL WHILE CONTINUING TO UPGRADE THEIR SKILLS ON A PART-TIME BASIS, AND TO TEST A CURRICULUM DESIGNED FOR OUT-OF-SCHOOL YOUTHS AND ADULTS IN WHICH THE SKILLS OF TRAINING, BASIC EDUCATION, AND JOB ORIENTATION (GROUP COUNSELING) ARE DIRECTLY RELATED TO THE SKILLS NEEDED FOR SUCCESS ON THE JOB. THIS PROJECT FUNCTIONED WITH THE MANPOWER DEVELOPMENT TRAINING PROGRAM (MDTP) IN A COOPERATIVE SCHOOL AND WORK PROGRAM. THE BASIC EDUCATION CURRICULUM INCLUDED ENGLISH, GENERAL MATHEMATICS, CIVIL SERVICE PREPARATION, JOB SKILLS, AND A GROUP GUIDANCE SESSION. STUDENTS' JOBS FELL INTO THREE CATEGORIES: CLERICAL, HEALTH OCCUPATIONS, AND MAINTENANCE. EVALUATION WAS BASED ON QUESTIONNAIRES, INTERVIEWS, OBSERVATION VISITS, AND EXAMINATION OF SCHOOL RECORDS.
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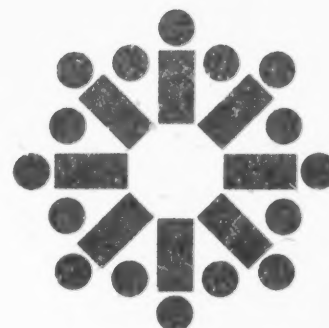
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**A SCHOOL AND WORK PROGRAM
IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROPOUTS
NEEDING EDUCATIONAL REDIRECTION**

by Bernard Flicker



September 1969



**Evaluation of
State Urban Education
Programs in
New York City 1968-69**

The Center for Urban Education

105 Madison Avenue, New York, N. Y. 10016

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Center for Urban Education
Educational Research Committee
State Urban Education Program Evaluation

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING FOR
POTENTIAL DROPOUTS NEEDING EDUCATIONAL REDIRECTION

Bernard Flicker

Evaluation of a New York City school district educational project funded under the New York State Urban Education Program (Chapter 685, Section 9, Subdivision 12, Laws of 1968, New York State Legislature), performed under contract with the Board of Education of the City of New York.

September 1969

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I. DESCRIPTION OF THE PROJECT

This project, referred to by the participants as the "High School Redirection Project," arose out of the Board of Education's concern for "the large number of minority group youths who are leaving...high schools before graduating." The Board proposed that it function jointly with the Manpower Development Training Program (MDTP) in a cooperative school and work program aimed at redirecting potential dropouts toward academic success and job training. The successful methods of the Manpower Development Training Program in reorienting recent dropouts were to be applied to potential high school dropouts.

According to the Board of Education's project description, the major objective of the High School Redirection project was to "redirect potential dropouts to continue full-time education and training with an educational-vocational plan." A secondary objective was "to provide students who do not complete their high school education with job skills that will enable them to enter the labor market at the highest possible level while continuing in their efforts to upgrade their skills on a part-time basis with an educational-vocational plan." A third objective was "to test out a curriculum designed for out-of-school youths and adults in which the skills training, basic education, and job orientation (group counseling) are directly related to the skills needed for success in the on-the-job training component." The project was supported by approximately \$46,000 in New York State Urban Education funds and was to begin operation on March 24, 1969. It actually began on April 21 and ended on June 30, 1969, providing students with five weeks of school and five weeks of work experience. School attendance alternated with work experience on a weekly

basis. Students were paid while they were working "in accordance with established policy."

The High School Redirection Program was housed in two Manpower Development Training Centers, the Brooklyn Adult Training Center and the Williamsburg Adult Training Center. The project was designed to function in these Manpower Training Centers, which also serve adults, in the hope "that the presence of serious adults intent on upgrading vocational skills will set a purposeful tone to the operation and provide proper role models coming from similar backgrounds and with similar disabilities."

The project was to serve 200 disadvantaged male and female potential dropouts. Students were to be selected who were judged by their sending high school counselor as likely to leave school before graduation; had passed their sixteenth birthday and had received credit for their ninth year of schooling; met the physical requirements for the work-experience component; and were willing to attend the experimental program, with the approval of a parent or guardian. The project coordinator was to review, with the counseling staff of the sending schools, the appropriateness of the nominees for the types of jobs and schooling available in the experiment.

The actual number of students enrolled when the project began was 186, drawn from three Brooklyn high schools -- Eastern District, John Jay, and Thomas Jefferson. They met all the above criteria with the exception of 35 students who had not finished and received credit for their ninth year of schooling. Of the 186 students enrolled as of April 21, 1969, there were 171 on register on June 20, 1969. Fifteen students

either voluntarily withdrew or were dropped from the program because of poor attendance due in the main to severe personal problems; only one of them was dropped because of inability to adjust to the program.

The curriculum for the school weeks at the Manpower Centers consisted of English, general mathematics, Civil Service preparation, job skills, and a group-guidance session. Each school day consisted of six hours -- three hours of skills training related to the job assignment, two hours of basic education, and one hour of group counseling. (See Appendix A for sample of skills training curriculum.)

During the alternate work weeks, students worked for any one of the 29 New York City agencies. Their jobs fell into three categories -- clerical, health occupations, and maintenance. Students were paid \$59.00 (sophomores) to \$61.00 (juniors) for the work-experience week. They were employed on New York City budget lines originally earmarked for the High School Cooperative Education Program students, but not used for them.

The project encountered serious difficulties at the beginning which took several weeks to iron out. These problems included: no provision for student carfare or lunch money; cumbersome procedures which made it difficult to obtain funds for student trips, staff conferences, and use of consultants; and insufficient job opportunities.

II. EVALUATION PROCEDURES

The evaluation was based on questionnaires, interviews, observation visits, and examination of school records. (See Appendix B for copies of the instruments.) Since the time allotted for this evaluation was extremely brief, from June 1 to June 30, 1969, the findings are necessarily tentative and impressionistic.

The career of the student while in his sending high school was detailed in a student profile form, recording his reading score, general grades, response to discipline, and attendance and punctuality. The evaluators assessed the students' performance in the project by observation of academic classes and group counseling sessions. The students were rated by their work-experience supervisors on eight scales pertaining to job performance. Project classroom teachers' reports on student attendance and lateness were also obtained.

Students' perceptions of the project, and their comparisons of the project with their sending high school, were obtained by questionnaire and interview. Perceptions by project staff of the students' academic achievement and of the project as a whole were obtained by questionnaire and interview. In addition, the evaluators attended a parents meeting at which there was discussion by parents, staff, and students on their perceptions of the project.

III FINDINGS

The evaluators' examination of sending school records and conditions verified the situation giving rise to the project.

A. STUDENT PROFILES - SENDING SCHOOLS

The 186 student profiles revealed that in the sending schools 93 percent of the students were one to five years retarded in reading. Approximately 75 percent of the students were failing most of their high school subjects, and 22 percent were considered discipline problems. Attendance data indicated that 55 percent had records of lateness or chronic absenteeism (defined as 30 or more days absence per school year).

These student profiles confirmed that the students selected for the project were performing poorly in the sending schools.

Tables 1 and 2 are based on an examination of the sending high school records of 164 students in the project. There were records for 35 ninth graders, 59 tenth graders, 56 eleventh graders, and 14 twelfth-grade students, but in many cases the records were incomplete.

TABLE 1
NUMBER AND PERCENTAGE OF STUDENTS READING ON OR BELOW
GRADE LEVEL, BY GRADE

Reading Level	9th Grade (N = 35)		10th Grade (N = 59)		11th Grade (N = 56)		12th Grade (N = 14)	
	N	%	N	%	N	%	N	%
At or above grade level	2	5.7	5	8.5	2	3.6	1	7.1
1 Year below grade level	2	5.7	2	3.4	3	5.4	2	14.4
2 Years below grade level	3	8.6	7	11.9	4	7.1	1	7.1
3 Years below grade level	8	22.9	4	6.8	6	10.7	2	14.4
4 Years below grade level	6	17.1	10	16.9	9	16.1	0	0.0
5 Years below grade level	5	14.3	18	30.5	8	14.3	0	0.0
6 Years below grade level	3	8.6	8	13.5	10	17.8	0	0.0
7 Years below grade level	-	---	3	5.1	5	8.9	3	21.4
8 Years below grade level	-	---	-	----	1	1.8	1	7.1
9 Years below grade level	-	---	-	---	-	---	1	7.1
Not available	6	17.1	2	3.4	8	14.3	3	21.4

TABLE 2
NUMBER AND PERCENTAGE OF STUDENTS FAILING, BORDERLINE,
OR PASSING ALL SUBJECTS

School Level	Total N	Failing		Borderline		Passing		Not Available	
		N	%	N	%	N	%	N	%
Grade 9	35	24	68.6	3	8.6	6	17.1	2	5.7
Grade 10	59	39	66.1	9	15.3	11	18.6	0	0.0
Grade 11	56	41	73.2	9	16.1	5	8.9	1	1.8
Grade 12	14	9	64.3	1	7.1	2	14.3	2	14.3
Total	164	113	69.0	22	13.4	24	14.6	5	3.0

A total of 40, approximately 24 percent of the 164 students, were considered discipline problems by their sending high schools; twelve of the 35 ninth graders (34 percent), 13 of the 59 tenth graders (22 percent), 11 of the 56 eleventh-grade students (20 percent), and 4 of the 14 twelfth-grade students (29 percent), were considered discipline problems.

Early in June the evaluators visited the sending high schools, observed conditions, and interviewed the principals, administrative assistants, and the guidance counselors. They found many problems including overcrowded conditions, limited availability of guidance counseling, and a traditional curriculum. At these three high schools there was either no cooperative work program or else a limited one which would not accept these students. The administrative staffs of the sending high schools repeatedly told the evaluators that they could not be as much assistance to the students as could the High School Redirection Project because of insufficient funds and staffing.

B STUDENT PROFILES - PROJECT

Unlike the description of the student profiles from the sending schools, the impression of these same students while in the project was positive. Project classroom teachers' reports on student attendance showed that 74 percent of the students were only absent four or fewer of the 25 days they should have been present at their academic classes. The evaluators found the morale of the students in the project to be high. This was determined by conversations and discussions with groups and with individual students. The students were extremely verbal in these situations, and capable of handling adult conversations in a manner which belied their previous high school records.

The students' job supervisors rated the majority of students as "average" to "excellent" in eight aspects of job performance. The summary ratings of 39 job supervisors are contained in Table 3 on the following page.

TABLE 3

RATINGS OF STUDENTS' JOB PERFORMANCE BY
39 SUPERVISORS OF WORK EXPERIENCE

	Number Rated					
	Excep- tional	Above Average	Average	Below Average	Extremely Poor	No Response
Courtesy	4	12	23	0	0	0
Cooperation & Loyalty	4	8	22	2	0	3
Inituitive	1	8	22	6	0	2
Lateness	11	5	13	2	0	8
Appearance	5	11	21	0	2	0
Ability to Follow Instructions	0	10	23	2	0	4
Attendance	7	9	16	4	1	2
Job Performance	2	10	25	1	0	1

In general, the evaluators felt that the students in the project were highly articulate, personable, and mature. They were impressed by the students' capability for success in this type of program, in marked contrast to the sending school picture of them as potential dropouts needing redirection. If this impression is confirmed by future more extensive evaluations, it may indicate the desirability of expanding opportunities for potential dropouts in similar work-school programs.

C. PROJECT CLASSES

Observers visited four academic classes and two group-guidance sessions in the project. When project teachers were highly skilled and used innovative, relevant curriculum materials, there was a great amount of student interest and participation; when traditional teaching methods and materials were used, there was the same boredom, apathy, and poor attendance as had been reflected in the sending schools.

An exceptional lesson was observed by the evaluators in the area of basic English skills. The teacher had discarded the traditional English curriculum and was teaching a lesson based on short stories. The stories were from an experimental series of paperbacks titled "The Way It Is" which dealt with ghetto life, illustrating both successes and failures. Students were highly motivated and contributed excellent extended responses to a lesson based on comparisons with their own lives. The rules of grammar and vocabulary development flowed quite naturally through the lesson and the students were constantly attentive. Student attendance was very high with only one absentee in the class. The teacher was dynamic and had excellent rapport with the students.

The group-guidance lessons attended by the evaluators were judged to be extremely good. The guidance counselors had excellent rapport with the students and an atmosphere of freedom permeated the classroom. Students could sit where they wished, smoke, and leave the room without raising their hands for permission. Topics discussed ranged from problems at home and school to job objectives and how to achieve them. There was a group spirit evident as students tried to help one another solve problems.

One lesson observed in the area of health skills was rated as unsuccessful and dull. The instructor followed a set outline and the class -- only five students out of a possible twenty-two in attendance -- sat in the rear of the room reading comic books or talking to one another. The teacher, at the end of the lesson, told the evaluators that most of the students, and particularly the boys, were not interested in jobs in the health field.

D. STUDENT RESPONSES

Students were generally complimentary about the project. They hoped that the program would continue next year. Specifically, students cited the following positive aspects: they received more individual attention; they were treated as adults; they had more time to learn a subject; they had teachers who cared about them; and they learned more through direct job experience. The students were especially pleased with the group counseling and felt this helped them to become more adult.

There were 139 students responding to a questionnaire seeking their perceptions about the project. Ninety-seven percent of the respondents said they would elect to stay in the project next year; only four respondents indicated that they would like to "get promoted." Almost all (131 students) felt that the project helped them in achieving their job goals; eight students did not feel the project was helpful in this aspect. When asked to indicate which subject or subjects in the project they liked best, all 139 respondents mentioned counseling, and 137 students also mentioned English. The next most frequently mentioned subject was typing; 63 respondents mentioned typing as one of the subjects they liked best. The student participants were also asked which subject or subjects they liked least; 87 students said there was nothing they did not like; 43

students said they did not like math; and nine students did not complete this item.

The students were asked to compare the High School Redirection Project to their regular high school. Ninety-one percent (126) of the students felt that the project was better. (Thirteen students did not respond to the question.) The reason given most frequently concerned the project teachers; 23 students felt that the project teachers "are interested"; 22 students felt that the teachers "treat us like adults"; 17 students said that the "teachers care"; nine students felt that the "teachers understand us"; one student said that the teachers "love us, not hate us"; another said the teachers are "great"; and another participant expressed the belief that the project teachers "work harder." Twenty-one students felt that the project "gives us more freedom"; one said that "we are allowed to smoke"; another stated that "the old school was a jail."

Nineteen students felt that the project was better than their regular high school because "it gets us jobs." The remaining reasons, mentioned by one or two students, include: "less competitive", "more fun", "much better", and "easier."

All but 36 of the 139 students who responded to the questionnaire answered the question concerning the type of job that they would like to be prepared for: 73 students said they wanted to go to college; 12 students said they wanted to be clerical office workers; five said they wanted to learn to operate computers. The individual responses ranged from lawyer, doctor, to cartoonist, actress, motorman, and nurse.

E. PARENTS' RESPONSES

At the parents meeting concerning the project, the evaluators found that the 30 to 35 parents in attendance were extremely interested in the current state of the project and voiced desires to help make the project a success. Parents speaking at the meeting stated that the project offered their children an alternative to failure in the sending high schools.

The parents meeting lasted for approximately three hours. There was discussion about the project by Board of Education administrators, students, and parents. Several parents enthusiastically expressed their belief in the validity of the project for their children and their desire for its continuation. The same desire for continuation was expressed by project personnel and students. Board of Education officials commented that continuation depended on availability of funds which was uncertain at that moment.

Executive Deputy Superintendent of Schools, Dr. Nathan Brown, attended the meeting and expressed his support for the project and his hopes for its success. He said the project objectives were valid, particularly in light of the fact that some 7,000 youngsters become school dropouts even before they ever reach high school.

The students engaged in a demonstration group-guidance session for the meeting. Parents participated in part of the session. The consensus of those in attendance was that the project should expand group-guidance services for the students and parents.

The parents and staff prepared an interesting buffet dinner of soul food and Puerto Rican dishes. There was a genuine feeling of

communication and interest throughout the evening, indicating an important morale factor usually missing in large city high schools.

F. PROJECT STAFF

The questionnaire to the project staff revealed a general endorsement of the project goals and the belief that students were benefiting from the project. The interviews with staff, following the analysis of the questionnaire, reinforced the findings of a sense of staff commitment and student-staff rapport. Every staff member, however, found problems in the project, e.g., too brief a period of time to plan and operate the project, insufficient staff to handle the wide range of student ability represented in the program, poor attendance by some students, and inappropriate jobs. The major recommendations made by the project staff were for greater planning time, extension of the program, greater involvement of parents and the community, and reorganization of curriculum and administrative aspects of the program.

The staff almost unanimously praised the group counseling class as instrumental in helping to identify and overcome student handicaps while helping them relate positively to adults in authority. There was a consensus that students were developing skills, attitudes, and habits related directly to employment needs. The students, it was felt, perhaps for the first time in their school careers, were being offered a chance to succeed. The staff, on the whole, felt that they were instrumental in helping the students attain positive goals through individualized instruction and staff accountability for success.

G. PROJECT ADMINISTRATION

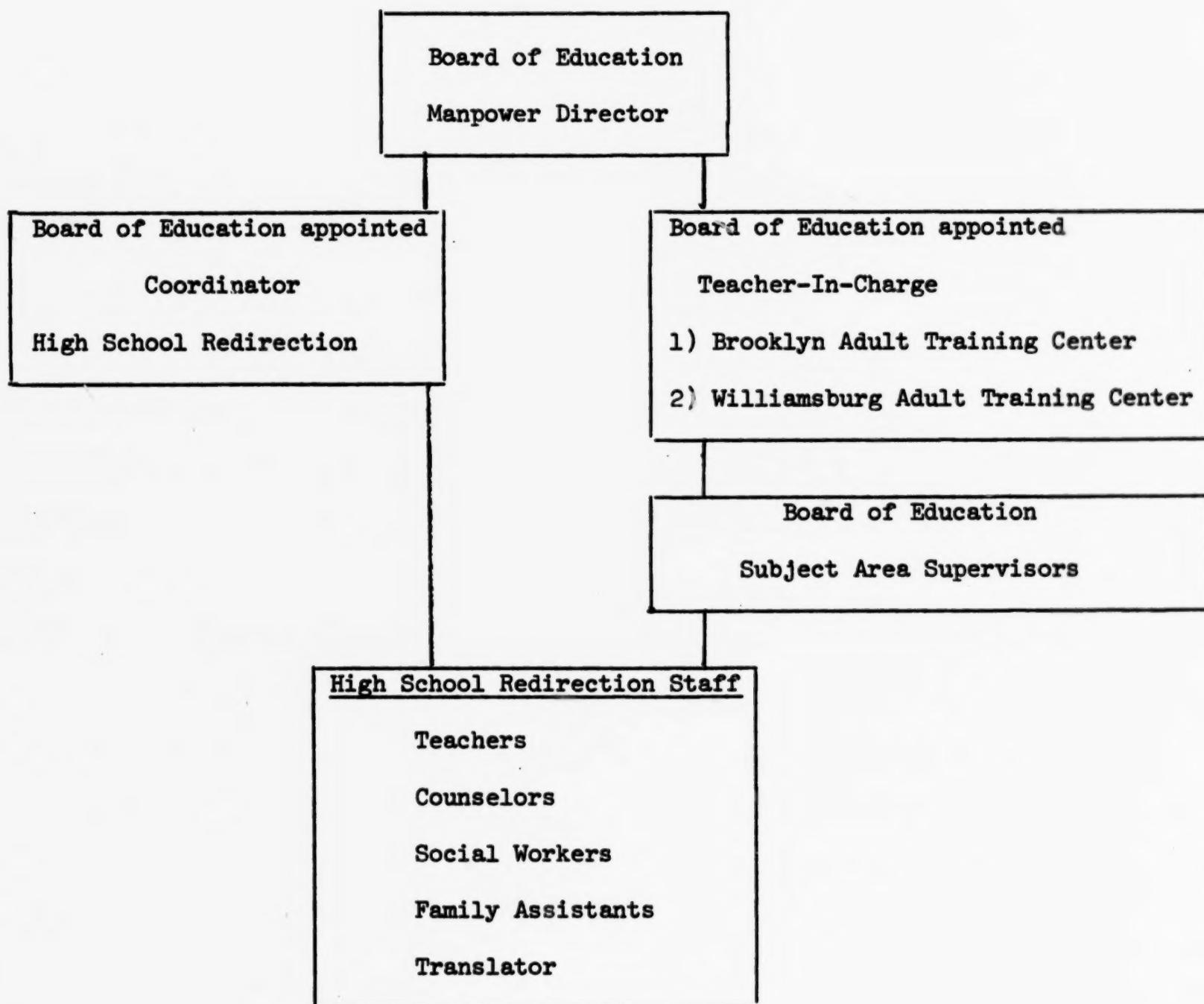
There was overlapping and confusion in administrative procedures. Organizational difficulties arose because of the placing of an independent program, the High School Redirection Project, within the already existing independent Manpower Development Training Program (which operates as a separate entity under the Board of Education). Within this organizational staff structure, the staff felt there was a cumbersome chain of command.'

The Manpower Development Training Program, in the main, takes adult dropouts and gives them job-skill training directly related to employable skills. The MDTP Centers are under the jurisdiction of a teacher-in-charge. The High School Redirection Project, housed in the Brooklyn Adult Training Center and the Williamsburg Adult Training Center, was assigned a special coordinator by the Board of Education. Responsibility for the direction of the High School Redirection Project was, therefore, shared by the special project coordinator and the teacher-in-charge. The powers of the coordinator varied according to the duties allocated by the teacher-in-charge of the center. Thus, the project coordinator had more responsibility at the Williamsburg Center (e.g., direct hiring of personnel) than at the Brooklyn Adult Training Center.

The following chart explains the organization of the project:

FIGURE 1

ORGANIZATION OF THE HIGH SCHOOL REDIRECTION PROJECT
AND THE MANPOWER DEVELOPMENT TRAINING PROGRAM



The evaluators found that there was a great deal of staff insecurity in the project. Staff salaries depended on the number of classes taught in the Manpower Center and salary reductions occurred when a class was phased out and not replaced with a new class. Also, High School Redirection staff did not have the same contractual and fringe benefits as other Board of Education teachers nor did they have as much time for in-service instruction.

The High School Redirection staff was drawn from both outside sources as well as from within the Manpower Centers. Thus, a teacher in the project might, and often did, teach a program divided between project and Manpower classes. Manpower classes were cycled according to the number of weeks needed to complete job training and some classes ended before the project was completed. Counselors were the only personnel hired specifically for the High School Redirection Project as specified by the project grant.

IV. RECOMMENDATIONS

The evaluators strongly recommend that the project be recycled and expanded for at least one year. During this period, a more intensive and extensive evaluation of the project should be undertaken. If the project is not continued there will be a major problem in September 1969 for the students who participated. Returning them to the sending high schools means that they will go back to conditions basically the same as in the spring of 1969 before they entered the High School Redirection Project.

While this project was viewed positively by the participants, the evaluators recognize that the period under review was very short and the number of students small. Future projects should begin early in the

school year; this would make possible better measurement of effectiveness. Other recommendations below are aimed at overcoming problems that may arise if the project is continued and extended in time and in the number of students served.

For future projects, permanent staff should be hired with some contractual agreement guaranteeing a yearly salary plus fringe benefits. Staff should be given special orientation and in-service training geared to the project.

Special staff should be hired for the specific function of making student job assignments. Students should have intensive supportive on-the-job supervision, preferably by counselors or someone familiar with the students. Detailed planning should take place to create smooth coordination between job training and job assignments. Wherever possible, on-the-job training for students should replace "skills" training for jobs.

Orientation sessions for projects of this type should be held jointly for employers, job supervisors, and academic staff. Joint meetings of academic and job staff should be held frequently to create a team effort.

Parents should be invited to become an integral part of the project. Group-guidance sessions should be held for parents as well as students. If possible, counselors should visit students' homes as a supportive part of the guidance program.

Project staff should work closely with industry and city government to offer students jobs based on their capabilities and needs, rather than jobs left over from unfilled lists for regular high school cooperative work-experience programs. New areas of employment should be explored with representatives of industry and civil service, who should sit in on group-guidance sessions.

While it seems desirable that the program be located in the Adult Manpower centers, it is recommended that, to avoid future questions of staff authority and responsibility, any future High School Redirection Project should be given its own staff linked solely to the project.

In summary, the evaluators feel that the program has the potential for success and was succeeding despite initial problems. The success of the program seemed to be based on the use of successful counseling techniques, high staff morale and expertise, salaried employment for students, and an adult atmosphere for students.

Some important questions can be raised concerning the effects of a project like this. How many of these potential dropouts actually return to high school? How many drop out? How many graduate? How many obtain the skills necessary for successful employment? It is recommended that the progress of these students, as well as of those in any future programs, be followed after they leave the program, since only a follow-up study can determine such long-range effects.

APPENDIX A

SAMPLES OF SKILLS TRAINING CURRICULUM

Basic Education Outline - Diet Aide	A1
Basic Education - Maintenance Man	A10
Health Occupations - Diet Aide	A14
Maintenance Man	A26
Skills Training - Clerk-Typist	A33

BOARD OF EDUCATION
CITY OF NEW YORK

MANPOWER DEVELOPMENT TRAINING PROGRAM

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROP-OUTS
NEEDING EDUCATIONAL REDIRECTION

BASIC EDUCATION OUTLINE - DIET AIDE

Board of Education - City of New York

Manpower Development Training Program

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROP-OUTS
NEEDING EDUCATION REDIRECTION

Basic Education Outline - Diet Aide

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FOREWARD

"The dynamic curriculum is developed through an evolving process and cannot be entirely made in advance. Content and activities are determined, in part, by the process itself."

The type of education contained in this outline has abandoned traditional school subjects, as such, and makes no distinction between academic and vocational materials; the course of study must be based on material that is culled from many sources of information, rather than the study of a single textbook and a fixed body of content:

This Basic Education outline is suggestive rather than prescriptive and will, it is hoped, provide the teacher with a springboard for creating his own materials in consonance with sound educational principles. It will be of most value to the teacher who uses it to support and strengthen the learnings which the student acquires daily in his broad area job training. Frequent and close communication between the "job training" teacher and the teacher of basic education is essential to the effective functioning of both programs.

The time allotment for Basic Education instruction may vary. The schedule should consist of one hour for related language arts and one hour for related arithmetic studies daily, up to 75 hours.

However, since some trainees may have varying degrees of proficiency in language or arithmetic skills, the allotted instructional time for the two subject areas must be flexible. Pretesting and periodic testing will reveal areas of weakness as the determining factors for the schedule.

MOTIVATION FOR LEARNING

There must be a close relationship between the basic education program and the broad area job training of the student. The necessity to read words, phrases or sentences, which will be of help to the student in his job training, and in holding down the job he needs and likes, is the greatest incentive for learning to read.

INDIVIDUALIZATION AND DIFFERENTIATION OF INSTRUCTION

These are the key words in planning a curriculum in connection with the specific job areas. This job area basic education outline has been organized to provide the teacher with:

- A. A graded and sequential basic education program in connection with the training for the job which the student is receiving at the same time.
- B. A unified approach to teaching basic education using the common integrating experiences of "on-the-job" training to vitalize and concretize learning in related areas such as reading, language arts, and basic arithmetic.
- C. Teaching materials which will be helpful in extending learnings, broadening backgrounds, and clarifying both educational and job concepts.

TEACHING READING

A. Because the need to read with comprehension is pertinent to all job areas, special emphasis should be placed on the reading instructional program. The following is suggested to help in your planning:

1. Oral discussion of job topic learned in workshop session.
2. Listing of job vocabulary on chart or chalkboard.
3. Developing reading charts, using the vocabulary. (Reading charts may be cooperative, experiential, or teacher-made.)
4. Using the reading chart as a basis for further vocabulary development, structural analysis, word attack skills and comprehension skills.

B. Some of the skills to be developed are:

1. Extending vocabulary.
2. Sight words.
3. Dictionary skills, locating skills, syllabification, accent.
4. Sentence, paragraph formation.
5. Punctuation.
6. Comprehension skills such as:
 - (a) getting main thought
 - (b) finding details
 - (c) determining sequence
 - (d) drawing inference
 - (e) interpreting diagrams, legend.
7. Skimming and scanning.
8. Outlining, note-taking
9. Summarization.
- C. Manuals, booklets, texts, tradebooks, filmstrips, etc., relevant to the specific job area will provide some of the basic materials.
- D. Correlation with various curriculum areas will lead to related instruction in basic arithmetic.

TEACHING MATHEMATICS

A. Students need to develop mathematics skills in the following areas:

1. Number sense
2. Basic processes
3. Shop math including fractions and decimal equivalents.
4. Industrial problems including resistance and voltage analysis and measurement-testing.
- B. Mathematical competency includes:
 1. Number sense and systems.
 2. Basic process
 - (a) using charts and visual aids for measurements.
 - (b) problem solving - using fractions, decimals and formulas.
 - (c) analyzing measurement.

2.5 Topical Outline of Course

Page 3

Occupation: BASIC EDUCATION - DIET AIDE D.O.T. Code: _____
 School or BOARD OF EDUCATION
 Agency: CITY OF NEW YORK

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Language Arts</u>	<u>Arithmetic</u>
WEEK I		Diagnostic Testing*	Diagnostic Testing*
Orientation		Orientation to hospital procedure regulations forms	Review of basic arithmetic processes: Addition Subtraction Multiplication Division Basic operations with fractions Practice with fractions and mixed numbers Basic processes with decimals Equivalents of common fractions and decimals
Dietary Equipment		<u>Dietary Equipment Vocabulary</u> Steam tables Special kitchen utensils Electrical equipment (heaters, percolators) Stoves Refrigerators Hoods Urns Toasters Work tables Conveyors Tray carriers Work areas (pots, etc.)	

*Advanced trainees receive high school equivalency preparation with emphasis on language arts, math, and science, after placement through diagnostic testing with teacher-made and commercial materials, such as Edwin I. Stein, Refresher Arithmetic, Alllyn & Bacon, Boston.

2.5 Topical Outline of Course

Page 4

Occupation: BASIC EDUCATION - DIET AIDE D.O.T. Code: _____
 School or Agency: _____

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Language Arts</u>	<u>Arithmetic</u>
WEEK II			
Personal Hygiene		Vocabulary of Personal Hygiene: Nails Hair Uniforms Deodorants, etc.	Basic trade measurements Kinds: household, apothecary, metric, Fahrenheit Steps: suitable unit, count- ing, scaling, round- ing to the unit. Measurement problems with decimals and fractions.
Hospital Housekeeping		Answering telephone and recording messages Vocabulary of hospital housekeeping and related reading. Use of dictionary Punctuation Abbreviations	

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2.5 Topical Outline of Course

Page 5

Occupation: BASIC EDUCATION - DIET AIDE D.O.T. Code: _____

School or
Agency: _____

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Language Arts</u>	<u>Arithmetic</u>
WEEK III			
Government Regulations Concerning Food Storage and Service		Government regulations for handling and care of Food Storage and Service. Review of basic word recognition skills: prefixes, suffixes, and word roots.	Review decimals and fractions through use of U.S. monetary system.
Sanitary Codes		Attaching right meanings to words: Contextual clues Word structures Silent reading for comprehension NYC Sanitary Code for Food Handlers Health Department Code	Ratio-meaning and application to liquid measurement.
Safe Food Practices		U.S. Government Printing Office	Proportion-relations to functions and equations. Review of abbreviations for measurement.

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2.5 Topical Outline of Course

School or

Agency: _____

Occupation: BASIC EDUCATION - DIET AIDE D.O.T. Code: _____

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Language Arts</u>	<u>Arithmetic</u>
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WEEK IV

Institutional Food
Practices

Reading longer selections: rereading to
select major ideas and important details
for summaries.

Diets

Various types of diets:

Soft and liquid diets

Diabetic diets

Sodium restricted diets

Diet in obesity and underweight

Deficiency diseases

Diet in special diseases

Supplementary feeding

Mid-meal snacks

Late trays

Recording intake and output

Food service for special occasions

Diseases Related
To Diets

Comparison of three systems
of weights and measures.

Liquid measures - list con-
version from one system to
another.

Drill in liquid conversion
from one system to another.

Drill in liquid conversion
for speed and accuracy.

Review conversion of Cente-
grade-Fahrenheit scales.

Diseases related to diets:

G.I. Disturbance

Diabetes

Kidney

Endocrine, etc.

Filing

2.5 Topical Outline of Course

Page 7

School or
Agency: _____

Occupation: BASIC EDUCATION - DIET AIDE D.O.T. Code: _____

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Language Arts</u>	<u>Arithmetic</u>
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WEEK V

Composition and
Preparation of
Food

Reading related to preparation and storage
of foods:

- Cereals
- Frozen foods
- Milks
- Margarine
- Butter
- Meats

Review

Drill on areas of weakness
as indicated by diagnostic
teacher-made tests on whole
numbers, fractions, and
decimals.

Plan assorted diets following
listed food measurements
and amounts using
Menu Pattern Planner

To preserve minerals
To preserve vitamins
Protein cooking, etc.

Caloric measuring of food

Poisons in our food:
Symptoms
Poisonous plants

Microscopic infections

To learn care of nutrients, methods of
cooking nutrients.

Normal diet and variations

Hospital menus

Review

A10

BOARD OF EDUCATION, CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROP-OUTS NEEDING EDUCATIONAL REDIRECTION

BASIC EDUCATION - MAINTENANCE MAN

1969

Occupation: Maintenance Man
Basic Education

1 - What Communication and Math Skills do I need?

1.1 Reading, Writing, Speaking

1.2 Arithmetic Skills and Problem Solving

2. - Basic Education Skills

2.1 Reading for Information

Locating main sections

Locating sub-sections

Reading for general information.

Dictionary Usage

Unfamiliar words for meaning

Words often misspelled and mispronounced

Maintenance Man Vocabulary

Folding rule

Square

Cross-cut saw

Rip-saw

Soft and hard wood

Mitre box

2.2 Arithmetic of Measurement--whole numbers

Review basic fundamentals

Addition

Subtraction

Multiplication

Division

Ruler Measurement Problems

Squaring stock

Cutting--fitting stock

Shelving measurement

2.3 Reading for Important Details

Selection

Writing-recording

Outlining

Improving general comprehension

2.3 (continued)

Exercising Judgment Vocabulary

- Temporary coverings
- Carpenter's small tools
- Replacement jobs
 - Soap dispensers
 - Towel racks
 - Medicine cabinets
- Planning maintenance jobs
 - Locks, hinges, door knobs
 - Transoms, windows

2.4 Arithmetic of Measurement--fractions and decimals

- Review Basic Operations for Fractions and Mixed Numbers
- Review Basic Processes with Decimals
 - Changing fractions to decimals and decimals to fractions.
 - Equivalents of common fractions and decimals
- Measurement Problems
 - Halves to 4ths, 8ths, 16ths, 32nds.
- Ruler Measurement Problems
 - Hacksaw, cutter, reamer
 - stock-die

2.5 Reading for Guide Rules and Diagrams

- Reviewing text content
- Visualizing processes
- Tracing, labeling, and following diagrams
- Guide--Diagram vocabulary
 - Repacking--replacing valves
 - Clearing stopages
 - snake
 - plunger

2.6 Reading to Follow Directions

- Identifying the Structure
 - Main sections
 - Sub sections
 - Applications

Review Dictionary Usage

- Unfamiliar technical words for meaning
- Technical words often misspelled and mispronounced

Painting Vocabulary

- Shellac knots
- Putty, priming, sanding
- Plaster patching
- Finish coats
- Cleaning and storing--brushes, pain-pots

- 2.7 Reading to Understand Electrical Theory
 - Identifying and Following the Series of Steps to Understand Ohm's Law
 - Combining Text and Formula for Application of Ohm's Law
 - Electrical Theory Vocabulary
 - Current electricity - Static electricity
 - Electronic Flow in a conductor - A.C./D.C.
 - Amperage-Voltage
 - Conductors--Insulators
 - Magnetism--Metals
 - Attraction--Repulsion
 - Electro-magnets
 - 2.8 Arithmetic (electrical symbols)
 - Electrical Measurement Units
 - Reading Dials
 - Electrical Problems--Kilowat Hours
 - 2.9 Review of Reading for General Information and Following Specific Directions
 - Reading of Technical Materials
 - Emphasizing Definitions, Formulas
 - Relating formulas and symbols to the text
 - Vocabulary for comprehension, Word Recognition and Spelling
 - Listing Technical Definitions
 - Listing of Steps to Clarify Procedure
- Technical Vocabulary
- Fuses--assorted kinds and sizes
 - Splicing, soldering, taping
 - Patent Connectors and Terminating Conductors

BOARD OF EDUCATION
CITY OF NEW YORK

MANPOWER DEVELOPMENT TRAINING PROGRAM

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROP-OUTS
NEEDING EDUCATIONAL REDIRECTION

HEALTH OCCUPATIONS - DIET AIDE

Topical Outline of Course

Page 1

Occupation: DIET AIDE (YOUTH) D.O.T. Code: _____

School or BOARD OF EDUCATION
Agency: CITY OF NEW YORK

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
<u>UNIT 1 - ORIENTATION</u>				
A. <u>To Training Program</u>	5	- Objectives - Methods - World Health - M.D.T. - Evaluation	Hospital Procedure Books	Filling out Applications Supervised Performance Weekly Tests Observation & Supervision on Floors
B. <u>To Health Field</u>		- Opportunities - Privileges - Responsibilities	Diagrams Charts	
C. <u>To Hospital</u>		Dietary Equipment Care - Steam Tables - Special Kitchen Utensils - Electrical Equipment (heaters, percolators) - Stoves - Refrigerators - Hoods - Urns - Toasters - Work Tables - Conveyors - Tray Carriers - Working Areas (pots, etc.)	Pictures Hospital Cleaning Procedures Demonstrations on School and Hospital Equipment	Return Demon- stration and Observation

Topical Outline of Course

School or BOARD OF EDUCATION

Agency: CITY OF NEW YORK

D.O.T. Code:

Occupation: DIET AIDE (YOUTH)

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
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UNIT 1 - ORIENTATION
(Cont'd)

D. Personal Hygiene
and Good Health
Practices

1. Personal appearance
2. Reporting illness
3. Uniforms

Care of personal items such as
nails, hair, uniforms, etc.,
deodorants. (On duty or from
home)
How to use telephone.
Body mechanics.

Demonstrate lifting and
bending techniques.
Answering telephone.
Recording messages.
Vocabulary.

E. Safety
Regulations

1. For all institutions
2. For hospital facilities

Topical Outline of Course

Page 3

Occupation: DIET AIDE (YOUTH) D.O.T. Code: School or BOARD OF EDUCATION
Agency: CITY OF NEW YORK

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
UNIT II - HOSPITAL <u>HOUSEKEEPING</u>	10	- Daily routine - Weekly routine - Accident prevention - Care of main kitchen - Care of floor kitchens	Demonstrate and supervise care of garbage pails, supply table, refrigerator, cupboards, sinks, gas ranges, and walls as far as aide can reach.	Demonstration Return demonstration.
A. <u>Kitchen Unit</u> (Ward pantries)				Test
B. <u>Good Housekeeping Habits</u>		- Good work habits - Planning work - Place for everything - Complete job - Use of electrical equipment	Work performance in areas: - Main Kitchen - Floor Kitchen - Dishwashers and Urns.	
C. <u>Cleaning Methods</u>		- Care of floors and walls - Care of large equipment - Dishwashing - Scrape and stack - Wash with hot soapy water and rinse with hot water. - Wash dish cloths and towels after each meal. - Care of refrigerators - Daily - Weekly	Projects of setups for ideal kitchens. Samples of detergents, soap and cleaning equipment and their use. Demonstrations of cleaning methods: - How to mop a floor - Stacking and washing dishes - Care of refrigerators	Return demonstration quiz.

Topical Outline of Course

Page 4

Occupation: DIET AIDE (YOUTH) D.O.T. Code: School or BOARD OF EDUCATION
Agency: CITY OF NEW YORK

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
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UNIT III - 10

PREPARING AND SERVING THE PATIENT'S TRAY

A. Place Settings

Skills in:

1. How to set table
2. How to set trays

1. Draw set-ups and cut out pictures for demonstrations.

B. Cleanliness

Care of:

1. Dishes and utensils for cleanliness, broken handles, etc.
2. Food pests - kitchen
 - a. Roaches
 - b. Rodents
 - c. Ants

2. Project - Diagraming equipment

C. Safety Factors

Safety factors in a hospital

1. Spilled foods and liquids
2. Washed floors

D. Agency

Safety rules of agency

Daily quiz
Daily review
Return demonstration

Occupation: DIET AIDE (YOUTH) D.O.T. Code: School or Agency: BOARD OF EDUCATION CITY OF NEW YORK

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
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UNIT III - (Cont'd)
PREPARING AND
SERVING THE PAT-
IENT'S TRAY

- | | | |
|--|---|---|
| <p>E. Government Regulations for Food Handlers</p> | <p>1. Four "F's" of spreading disease.</p> <p>2. Government code for handling and care of food storage and service.</p> | <p>N.Y.C. Sanitary Code for Food Handlers</p> <p>Review Health Department Code</p> <p>"Guide to Safe Food Service", U.S. Government Printing Office</p> |
|--|---|---|

Topical Outline of Course

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Occupation: DIET AIDE (YOUTH) D.O.T. Code: School or BOARD OF EDUCATION
Agency: CITY OF NEW YORK

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
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UNIT IV - 15

PROMOTING THE ENJOYMENT OF FOOD

A. Factors Involved

To learn digestion (simplified)	Setting up balanced diets in kitchen area and cooking areas.	Daily and weekly review
1. a. Digestion - describe b. Urinary system - protein waste		
2. How digestive process affected by emotional and environmental factors.	Experiments and movies on digestion.	Tests
3. Proper temperature of food (hot or cold)		
4. Effect of cultural pattern on food likes and dislikes (regional, religious and national)		

B. What is good nutrition? (Principles)

1. Nutrients	Meal planning and exchange lists for food. American Dietic Association literature.	Conference
2. Energy Requirements		
1. Basic four		
2. Six nutrients		
3. How the body uses these components.	1. Prepare a meal	
4. What is a balanced diet.	2. What happens to a meat sandwich when it is digested	
5. What are nutritional needs of hospital patient compared to normal individual.		

Occupation: DIET AIDE (YOUTH) D.O.T. Code: _____ School or BOARD OF EDUCATION
Agency: CITY OF NEW YORK

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
<u>UNIT V - HOSPITAL DIETS</u>				
A. <u>Normal Diet</u>	10	How to prepare assorted diets regular Diet - <u>Menu Pattern Planner</u>	A. Procedure followed on facilities	Daily review
B. <u>Variation in Diet</u>		1. Soft and liquid diets 2. Diabetic diets 3. Sodium restricted diets 4. Diet in obesity and under weight 5. Deficiency diseases 6. Diet in special diseases 7. Supplementary feeding 8. Mid-meal snacks 9. Late trays 10. Recording intake and output 11. Food service for special occasions	B. Demonstrate setting up trays for each type of diet. C. Have student pull out a card from a spread pile of assignments (face downward).	Quiz

Occupation:

DIET AIDE (YOUTH)

D.O.T. Code:

School or Agency:

BOARD OF EDUCATION
CITY OF NEW YORK

Major Unit-Content	Clock Hours	Specific Job Skills to be Developed	Instructional Materials, Teaching Aids, New Eqpt.	Evaluation of Prog. & Achvt.
UNIT V - (cont'd) <u>HOSPITAL DIETS</u>			Charts Diagrams Movies	Set up typical trays for each disease in hospital units.

- C. Diet and Disease

Review of diet in disease at elementary level.

1. G. I. Disturbance

2. Diabetes

3. Kidney

4. Endocrine, etc.
- Quiz

Review

Topical Outline of Course

Page 9

Occupation: DIET AIDE (YOUTH) D.O.T. Code: _____ School or Agency: BOARD OF EDUCATION CITY OF NEW YORK

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpvt.</u>	<u>Evaluation of Prog. & Achvt.</u>
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UNIT VI - 15

FOOD SELECTION, CARE AND PREPARATION

A. Storage

1. To learn care of nutrients
 - a. Cereals
 - b. Frozen foods
 - c. Milk
 - d. Margarine and butter
 - e. Meats

Elementary Micro-Biology
 1. Bacteria
 2. Yeasts
 3. Molds

Magazine articles

Review

Quiz

Charts

B. Cooking

2. Methods of cooking nutrients
 - a. To preserve minerals
 - b. To preserve vitamins
 - c. Protein cooking, etc.

C. Caloric Measuring of Food

1. Plan balanced diet
2. Plan overweight diet
3. Plan underweight diet

D. Poisons in Our Food

Demonstrate growth of poisonous materials on agar plates.

Skill in preparing foods to prevent contamination

1. Symptoms
2. Poisonous plants
3. Microscopic infections

Topical Outline of Course

Page 10

Occupation: DIET AIDE (YOUTH) D.O.T. Code: _____ School or BOARD OF EDUCATION
Agency: CITY OF NEW YORK

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
UNIT VII -				
<u>ASSISTING PATIENT TO EAT</u>	10	1. Methods of feeding patient a. Psychology of feeding patient b. Proper techniques of feeding patient c. Type and amount of food being served to various patients d. Plan from menu pattern planner e. Diet needs of patient on rehabilitation f. Care of equipment in Isolation Unit g. Interviewing patients		Weekly test Daily quiz
A. Disabled patient				
B. Blind patient				
C. Children				
D. Rehabilitation Unit				
E. Isolation Unit				
F. Handling requests and complaints				
G. Geriatric patient				
		2. Experience in specific area and handling.		
			<u>Act Out</u>	
			Problem solving a. Patient ate no food b. Patient says he can't eat	

Topical Outline of Course

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Occupation: DIET AIDE (YOUTH) D.O.T. Code: _____ School or BOARD OF EDUCATION
Agency: CITY OF NEW YORK

<u>Major Unit-Content</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
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UNIT VIII -
EVALUATION

- | | |
|--------------------------|--|
| 1. Supervised work daily | Standard final |
| 2. Written tests | Examination confer-
ence with student |
| 3. Conferences | |
| 4. Final evaluation | |

BOARD OF EDUCATION
City of New York

MANPOWER DEVELOPMENT TRAINING PROGRAM

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROP-OUTS
NEEDING EDUCATIONAL REDIRECTION

MAINTENANCE MAN

2.5 Topical Outline of Course

Page 1

Occupation: MAINTENANCE MAN D.O.T. Code: 5-83,611 Agency or School: BOARD OF EDUCATION
City of New York

<u>Major Units</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
<u>Organization --</u> <u>Orientation --</u> <u>General Safety</u> <u>Instruction</u>		General Safety in School. Nature of Maintenance duties in various types of buildings.	School Safety Bulletin	Written safety test Oral questioning
<u>Duties of</u> <u>Maintenance Man</u>	How to read - use folding rule. How to use square. How to cross-cut to a line. How to rip a line.		Folding rule. Square. Cross-cut saw. Rip-saw. Soft wood. Hardwood.	Oral questioning. Visual inspection. Student performance according to trade standards.
<u>How to Make a</u> <u>Butt Joint</u>	How to square stock. How to cut/fit stock		Square.	
<u>How to Make a</u> <u>Mitred Joint</u>	How to use mitre-box How to cut/fit stock		Mitre-Box Cross-cut saw	Oral questioning. Visual inspection. Student performance according to trade standards.

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2.5 Topical Outline of Course

Page 2

Occupation: Maintenance Man D.O.T. Code: 5-83,611 School or Agency: City of New York BOARD OF EDUCATION

<u>Major Units</u>	<u>Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
<u>How to Install/Re-place Shelving</u>		How to measure. How to layout. How to cut/fit. How to install.	Shelving. Rule. Square Cross-cut saw Nails Hammer	Oral Questioning. Visual inspection. Student performance according to trade standards.
<u>How to Erect Temporary Coverings in Emergencies (windstorm damage)</u>		Exercising judgments. How to make temporary coverings to meet emergent situations -- blown-out windows, etc.	Carpenter's small tools Lumber - stock	Oral questioning. Visual inspection. Student performance according to trade standards.
<u>Remove Old/Install New Soap Dispensers, Towel Packs, Medicine Cabinets, etc.</u>		Exercising judgments. Planning and completing a replacement job.	Soap dispensers. Towel racks. Medicine cabinets, etc. Carpenter's small tools.	Oral questioning. Visual inspection. Student performance according to trade standards.

2.5 Topical Outline of Course

Occupation: Maintenance Man D.O.T. Code: 5-83,611 School or Agency: City of New York Board of Education

<u>Major Units</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials, Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
<u>Checking, Freezing, Cleaning, Adjusting Locks, Hinges, Door-knobs, Transoms, Windows, etc.</u>		Exercising judgments. Planning/completing a maintenance job.	Locks, Hinges, Door-knobs, Transoms, windows. Carpenter's small tools	Oral questioning Visual inspection. Student performance according to trade standards.
<u>Replacing Short Sections of Piping in Emergencies</u>		How to measure. How to cut. How to thread. How to couple. How to install.	$1\frac{1}{2}$ " , $3/4$ " pipe (short) Hack saw Cutter Reamer Stock-die Wrenches Bend-type	Oral questioning. Visual inspection. Student performance according to trade standards.
<u>Repacking Replacing Radiator Valves</u>		How to remove valve. How to repack valve. How to replace valve.	Radiator valves. Packing. Wrenches.	Oral questioning. Visual inspection. Student performance according to trade standards.

2.5 Topical Outline of Course

Page 4

Occupation: Maintenance Man D.O.T. Code: 5-83,611 School or Agency: Board of Education City of New York

<u>Major Units</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
<u>Clearing Stoppages</u>		How to use a snake How to use a plunger	Snake Plunger	Oral questioning. Visual inspection. Student performance according to trade standards.
<u>Painting Wood/Plaster.</u> <u>Care of tools, eqpt., materials.</u>		How to shellac knots How to putty How to prime How to sand How to apply finishing coats	Shellac Putty-nutty knife Primer Sandpaper Finishing paint Brushes	Oral questioning. Visual inspection. Student practice according to trade standards.
		How to make plaster patches How to prime How to stipple How to apply finishing coats	Plaster of Paris Plaster knife Primer Sandpaper Finishing paint Ladder - brushes	Oral questioning. Visual inspection. Student practice according to trade standards.
		Importance of shop cleanliness. How to clean/store brushes How to clean paint pots and pails. How to store paints Importance of drop-cloth	Assorted brushes - new and used. Pots, pails used. Paint storage cabinet Drop cloth	Oral questioning. Visual inspection.

2.5 Topical Outline of Course

Occupation: Maintenance Man D.O.T. Code: 5-83.611 School or Agency: City of New York Board of Education

<u>Major Units</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials Teaching Aids, New Eqpt.</u>	<u>Evaluation of Prog. & Achvt.</u>
<u>ADDITIONAL TOPICS AS REQUIRED</u>				
<u>Fundamentals of Electricity</u>		<u>Related Electrical Theory</u> Current electricity -- Static lec. Electron flow in a conductor AC/DC Amperage - voltage - resistance. Simple Ohm's Law - applications. Conductors - insulators. Magnetism - metals. Attraction - repulsion Electro-magnets.	Textbook, Information Sheets	Oral Questioning. Written testing (related information)
<u>Watts-Kilowatts</u> <u>Kilowatt-Hour</u> <u>Meter Reading</u>		Knowledge of electrical terms. How to read dial face of a kilowatt-hour meter.	Kilowatt-hour meter	Oral questioning. Meter Reading
<u>Fuses</u> <u>Fuse Protection of Circuits and Eqpt.</u>		Selection of proper kind/size (capacity) for a given situation (1) Plug (2) Cartridge (3) Thermal (4) Circuit breaker Etc.	Fuses - assorted kinds and sizes. Plug Cartridge Thermal Circuit breaker Etc.	Oral questioning. Written testing (related information) Fuse testing/replacement

2.5 Topical Outline of Course

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Occupation: Maintenance Man D.O.T. Code: 5-83.611 School or Agency: Board of Education
City of New York

<u>Major Units</u>	<u>Clock Hours</u>	<u>Specific Job Skills to be Developed</u>	<u>Instructional Materials Teaching Aids, New Eqp.</u>	<u>Evaluation of Prog. & Achvt.</u>
Splicing, Soldering, Taping, Terminating Conductors.		How to make: 1) Western Union splice 2) Tap splice 3) Pig-Tail splice How to tin a stranded conductor/solder a splice. How to tape a splice. How to terminate a conductor (lug-screw, etc.) How to use patent connectors.	Stranded - Solid Wire #18-14-12-10 Soldering Iron. Flux Wire solder Tape-rubber, friction-plastic. Patent connectors. Lugs/terminating rings	Oral questioning. Visual inspection. Student practice to trade standards.

BOARD OF EDUCATION CITY OF NEW YORK
MANPOWER DEVELOPMENT TRAINING PROGRAM

A SCHOOL AND WORK PROGRAM IN AN ADULT MANPOWER SETTING
FOR POTENTIAL DROP-OUTS NEEDING EDUCATIONAL REDIRECTION

SKILLS TRAINING - CLERK-TYPIST

Occupation Clerk-Typist
Skills Training

City of New York
Board of Education

1. Office Orientation

- 1.1 How does the office help production?
- 1.2 How is an office organized?
- 1.3 What is your future in office work?
- 1.4 What kinds of work are done in an office?
- 1.5 What skills do you need to enter and progress in office work?
- 1.6 What kinds of behavior are appropriate in an office?

2. Skills

2.1 Filing

Importance

Alphabetic system

- a) Characteristics, advantages, used
- b) Preparing index, cross-reference cards
- c) Applying filing procedures
- d) Filing equipment, supplies

2.2 Mailing and Packaging

Handling mail

- a) Incoming
- b) Outgoing
- c) Inter-office

Weighing and computing postage

Packaging

2.3 Telephone Techniques

Telephone personality training

Courtesy

Directory Services

Types of calls

Receiving calls

Placing calls

Transferring calls

2.4 Duplicating (as required)

Collating, Jogging, Assembling, and Fastening

Mimeograph machine operation and maintenance

Electronic Scanner and maintenance

Photocopying machine operation and maintenance

2.5 Typing (1 hour daily)

APPENDIX B
INSTRUMENTS

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Parents Meeting Invitation	B6

Center for Urban Education
High School Redirection Project
STUDENT PROFILE

1. _____
 Last name, First High School Date of Birth

2. _____
 Metropolitan Rdg. Grade Average Name of Test. Date Score

3. Attendance by grade and/or years

	Absent	Late
Grade 7	_____	_____
8	_____	_____
(2) 9	_____	_____
(4) 10	_____	_____
(6) 11	_____	_____

4. Grades - Summary statement by grade, e.g. Just passing, failing most subjects, etc.

7	_____
8	_____
9	_____
10	_____
11	_____

5. Specific notations and/or remarks - Personality ratings

7	_____
8	_____
9	_____
10	_____
11	_____

6. Elementary School _____
 Birth Date (check)

Center for Urban Education
High School Redirection Project
STUDENT QUESTIONNAIRE

Dear Student:

We would like to ask for your help in evaluating the High School Redirection project by answering a few questions. Your honest answers to these questions will help determine whether or not other students are invited to take part in future projects. Do not use your name on this sheet. Your answers will be seen only by the Center for Urban Education evaluators.

1. Why did you leave your school to enter this project?

2. Which subjects do you like best in the project and why? Which do you like least and why?

3. How would you compare this project to your regular school?

4. What would you like to see happen in September when you are supposed to return to your regular school?

5. What kind of job would you like to prepare for?

6. Do you think this project has helped you prepare for a job? Why?

B4

Center for Urban Education

High School Redirection Project

STAFF QUESTIONNAIRE

Dear Colleague:

The Center for Urban Education would appreciate your assistance in helping to evaluate the High School Redirection Project. Your answers will be held in strictest confidence and be used as part of an overall evaluation without the use of any names. Please feel free to consider this an open ended questionnaire and to include any comments you feel would be helpful.

Sincerely,

Bernard Flicker

1. What is your position and function? _____

2. How do you feel the project is achieving its three main objectives:
 - A. Redirecting potential dropouts back to full-time education with an educational-vocational plan _____

 - B. Providing students who don't complete high school with marketable skills while continuing to attend school part time. _____

- C. Testing out a curriculum designed for out of school youths and adults in which the skills training, basic education and job orientation (group counseling) are directly related to the skills needed for success in the on-the-job training component.

3. How would you compare this project to a regular high school? _____

4. What problems if any, have you encountered in the project? _____

5. What specific recommendations would you make to insure the success of future projects of this type? _____

6. Any other comments you may have? _____

NEW YORK CITY BOARD OF EDUCATION
MANPOWER DEVELOPMENT TRAINING PROGRAM
HIGH SCHOOL REDIRECTION PROGRAM

Dorothy Joesph, Coordinator
Herman Kressel, Director

PARENTS MEETING

THEME: AFTER REDIRECTION-WHAT?

P R O G R A M

Reception

Welcome - - - Dorothy Joseph, Coordinator
Introduction of Participating Staff

Presentations:

Basic Education
Occupational Skills
Counseling
Social Worker
Parent Representative

Student Participants:

Violet Nieves	Sharon Wallace
JoAnn Yearwood	Dorothy Lorenzo
Maria Rodriguez	Tanya Jackson
Djalma Saldana	Mary Searles
Yvonne Tucker	Janice Tart
Carolyn Hogg	Patricia McCoy
(BATC)	(WATC)

Question and Answer Period

Serving of Food
Take your choice from a collection of Puerto Rican, West Indian and Soul Food

BROOKLYN ADULT TRAINING CENTER
475 NOSTRAND AVENUE
BROOKLYN, NEW YORK

Monday, June 16, 1969 8 p.m.

S T A F F

Brooklyn Adult Training Center
Sidney Huchital, Teacher-in-Charge

Williamsburgh Adult Training Center
Homer Gillis, Teacher-in-Charge

Dorothy Joseph, Coordinator

Basic Education

Brenda Fryson	- B A T C
Edgar Hawkins	- B A T C
Cabot Paley	- W A T C
Rene LeBlanc	- W A T C
Vincent Ferraro	- W A T C

Occupational Skills

Catherine Fitzpatrick	- Commercial (BATC)
Hilda Smith	- Health Service (BATC)
William Toliver	- Building Service (WATC)
Ulysses Bell	- Commercial (WATC)

Counseling

Judith Johnson	- B A T C
Edward Hightower	- W A T C

Interpreter	- Ruth Zambrana
Family Assistant	- Lena Marley
Secretary	- Angela John

APPENDIX C

STAFF LIST

Bernard Flicker, Evaluation Director
Assistant Professor
Department of Education
Herbert H. Lehman College
The City University of New York

Mary Rita D. O'Hare, Assistant Director
Associate Professor
Department of Education
Herbert H. Lehman College
The City University of New York